

## The Role of Scout Extracurricular in Effort To Student's Social – Emotional Character Development (SECD) Competence

Insani Nur Syawal<sup>1</sup>, Dadang Sundawa<sup>2</sup>, Mamat Ruhimat<sup>3</sup>

<sup>1</sup>SMP Alam Bandung

<sup>2,3</sup>Departement of Social Studies, Faculty of Social Science Education,  
Universitas Pendidikan Indonesia, Bandung, Indonesia

e-mail: [insaninursyawal@yahoo.co.id](mailto:insaninursyawal@yahoo.co.id)

**Abstract.** This research is motivated by problems that have been found such as antipathy, lack of emotional control, undisciplined, ignorant of the environment, less communicative, and inability to make decisions. This study aims to look at the role of scouts extracurricular in the competence of students' social and emotional character development. The research method used in this research is a qualitative approach using a descriptive method, with a case study research design with the research subjects as supervisors, unit builders, board members and members of the scouts at 19 Junior High School, Bandung. Data collection techniques used by researchers are in-depth interviews, observation, and documentation studies. The results showed that the scout extracurricular contributed significantly to the development of social and emotional character including self-awareness, self-management (regulation), social awareness, relationship skills and responsible decision making. The author provides recommendations for schools to be more morally and materially supportive so that scouts extracurricular activities at SMP Negeri 19 Bandung can be more advanced and produce more students who are achievers and smart at the social and emotional competence, also become a good educational activity, not just mere formalities.

**Keywords:** Scout Extracurricular, Social character, Emotional character

### A. INTRODUCTION

Students are members of the community who are trying to develop their potential through a learning process that is available at certain levels, levels and types of education (UU No. 20 of 2003). It is intended those students are ready to go into the community, useful for the country, religion, and themselves. Students are expected to be able to fulfill three aspects of assessment in teaching and learning activities well, including cognitive, affective and psychomotor aspects.

Based on observations made at SMP Negeri 19 Bandung, there are a number of issues regarding aspects of shaping the students' social emotional character. In daily life at the school teaching and learning activities (KBM) or activities outside the classroom, there are several attitudes of students in SMP Negeri 19 Bandung that need to be fostered more deeply in school so

that the values in terms of affective and psychological numbers can be obtained. There is antipathy, insensitivity to other people and the environment, minimal emotional management, and a lack of positive relationship formation with others.

These problems can be offered solutions including the presence of several extracurricular activities in schools that support the formation of aspects of social emotional character development so that students achieve optimal self-value in accordance with the three aspects of assessment in school.

Nonformal education that can be attended by students is to organize with extracurricular activities that have been legally provided by schools, especially by SMP Negeri 19 Bandung. There are extracurriculars regarding social and leadership, health, sports and self-defense, art and music, research, and many more. If the

organization has been trained since adolescence, the ability in leadership, self-organization and others, as well as social sensitivity by itself will be awakened, especially if it very often has interacted with other members and other adults, ability to solve problems and social intelligence can be built. People who are skilled in social intelligence can establish relationships with others quite smoothly, are sensitive to reading their reactions and feelings, able to lead and organize and are smart in handling disputes that arise in every human activity. They are the kind of people who are liked by others because they are emotionally pleasant, they make other people feel at ease (Ningrum, 2019).

The development of social and emotional character can be built from Scout extracurricular activities. AD ART Scout Movement Chapter II article 5 states that the Scout Movement functions as a provider of non-formal education outside of school family as a forum for coaching and developing young people based on the among systems, basic principles and scouting methods. The main task of the Scouting Movement in Chapter II article 4 itself is to organize scouting education for young people in order to grow the nation's buds with character to become better generations, responsible, able to foster and fill independence and build a better world.

## **B. THEORETICAL**

According to Ridwan Effendi in his writing "Development of Social Sciences Education" states that the meaning of the existence of Social Sciences education as part of important subjects to learn is because academically, Social Sciences will provide support towards the creation of good citizens and this is in line with the national goals of Indonesia. Therefore, it is very important to create a school system that can educate and prepare students to become citizens who have social concerns, citizens who are useful for the community (the public good citizen). The meaning of 'social studies' refers to studies that focus on the activities of human life. Various dimensions of humans in their social

life are the focus of studies from social studies. In essence, the focus of 'social studies' learning is various human activities in various dimensions of social life in accordance with human characteristics as social beings / *homo socius* (Supriatna, 2012, pp. 5-6).

One of the 'IPS' studies lies in extracurricular activities. Extracurricular is a program of curricular activities whose time allocation is not specified in the curriculum. That is, extracurricular activities are student activities outside of class time that aim to help develop the potential of students. However, student activities related to a subject are not included in the extracurricular category even though they are carried out outside of school-time. Extracurricular activities are carried out as facilities for the development of different children's talents and needs. Both morals, attitudes, talents, and creativity (Jalil, 2008, pp. 129-130).

In the implementation of the 2013 curriculum, Scouting is a mandatory extracurricular activity for all students from elementary (elementary school), secondary (junior high school), and high (senior high school) level. The Scout Movement is contained in the Law of the Republic of Indonesia, namely in Number 12 of 2010 concerning the Scout Movement. Scouting education is placed as non-formal education in the school education system which is carried out in the open in the form of activities that are interesting, challenging, fun, healthy, organized, and directed, by applying the basic principles of scouting and scouting methods, to form noble character and character, Independent, caring, loving the motherland, and having life skills.

Scouting education is also a progressive independent learning process for young people to develop their full personal selves, covering spiritual, emotional, social, intellectual, and physical aspects, both as individuals and as members of society. Scouting education is utilized as a process of fostering and developing the potential of young people to become a great quality citizens and be able to make a positive contribution to the welfare and peace of

society both nationally and internationally (AD ART Chapter V, 2018, Sunardi, 2013).

A scout extracurricular can be a place to develop social - emotional character development competencies. As stated by the Kansas State Department of Education (2016, p. 1) regarding social-emotional character, which is as follows:

“SECD (Social Emotional Character Development) is teaching, practicing, modeling and encouraging essential personal life habits that are universally understood as making people good human beings and citizens. It is learning without heads, hearts and hands to be caring and civil, to make healthy decisions, to effectively problem solve, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals. In schools SECD takes many forms, including programs that specifically address safe and drug-free schools, service learning, emotional literacy, bullying and violence prevention, the embracing of diversity and other similar initiatives.”

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003), an international group in education, researchers, practitioners and policy makers have identified the core areas of social-emotional character development, in social terms, can be described as follows:

1. Self – Awareness  
Consist of identifying emotions, accurate self – perception, recognizing strengths, sense of self – confidence, and self – efficacy.
2. Self- Management (regulation)  
Consist of impulse control, stress management, self- disciplin, self-motivation, goal setting, and organizational skills.
3. Social – Awareness  
Consist of perspective taking, empathy, appreciating diversity, and respect for other.
4. Relationship Skills  
Consist of communication, social engagement, building relationship, working cooperatively, resolving conflict, and helping/seeking help.
5. Responsible Decision Making  
Consist of ethical responsibility, situation analysis,

problem identification, problem solving, and evaluation.

So, in general, social studies learning can be carried out not only in the classroom, but also in extracurricular activities in every school, one of which is Scout extracurricular activities. Scout extracurricular is in line with the objectives of social studies education, which is to form students into good citizens through scouting activities. Scouting activities with a system of among and independent exploration into a broad social environment makes the competence of social – emotional character development (SECD) can be achieved. Thus, active, independent, intelligent and competitive students are created by the training of social and emotional character in the extracurricular activities of the 19 Bandung Junior High School’s Scouts from basic (school) level to national level.

### C. METHODS

The research method used in this research is a descriptive method with a qualitative approach. The design or research strategy used in this research is a case study of the coach, instructor, and Scout member of SMP Negeri 19 Bandung. The author chooses case studies as research designs because it fits with his understanding that case studies are a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program, or a social situation. Studying as much as possible an individual, a group, or an event, researchers aim to provide a complete and in-depth view of the subject under study. Case studies also seek to develop general statements about regularity in social structures and processes (Narbuko & Achmadi, 2004, p. 46, Mulyana, 2013, p. 202). Based on what was explained by the experts above, the case study as a research design is very suitable for use in this research where the researcher wants to explore a case about how the social and emotional character of students who take part in the Scout extracurricular activities in SMP Negeri 19 Bandung in depth, find images that are objectively it can be known descriptively.

#### **D. RESULTS AND DISCUSSION**

Based on the results of the study, social - emotional character development (SECD) competencies by a Scout members in the aspect of self-awareness, seen from several patterns of behavior and organizational routines. Recognizing strengths and self efficacy, Scout members become proficient in a number of scouting skills such as mastery of codes (semaphore and morse), march, general knowledge and scouting knowledge (PU and PK), estimate the object and first aid kit skills.

In everyday life, Scout members become good at mathematics in the classroom, a sense of leadership and nimble in providing help to someone who has an accident. Accurate self perception can be seen from the attainment of the highest rank (called *penggalang terap*) and mastery of some life skills contained in the 'special skills sign (TKK)'. Sense of self-confidence has been built by Scout members since the beginning of Scout membership because of the large amount of practice and public appearances.

Participating in Jamboree activities, becoming a flag-raising force for the Asia-Africa conference, team leader rehearsal (*Gladian Pinru*), and participation in the competition at the branch level (sub-district) to national (national), gave rise to the confidence of members of the Boy Scouts at SMP Negeri 19 Bandung. Handover of trophies and wimples to the school during Monday's ceremony and involvement in school events also added to the motivation and confidence of Scout members. Identifying emotions is reflected in the SKU level 'ramu' (level I) 5th point by Scout members with the contents "can explain the emotions", SKU 6th points level 'rakit' (level II) with the contents "mention the characteristics of self-control emotions", and SKU 5th point level 'terap' with the content "can control the emotions of peers". This achievement is implemented in daily life.

The social – emotional character development (SECD) competencies by a Scout members in the aspect of self-management (regulation), can be seen from

several patterns of behavior and organizational routines. The impulse control can be seen from the leadership spirit that has been trained in several events such as *Gladian Pinru* (*Dian Pinru*) and mental guidance (*BIMTAL*). Leading others are included in organizational skills, as evidenced by Scout members who have been a leaders in other organizations, namely the student council president, student council chair, and student class leaders. Scout members also play as the chief executive of the *WILAGA* (scouting competition), the chief organizer of the camping program, and other school events. Goal setting is displayed by Scout members by practicing *Dasa Dharma* and *Tri Satya* as a reference in behaving, so that the objectives to be achieved are in accordance with values and norms.

Managing stress / problems (stress management) is carried out well by communicating the problem to the board of trustees and *IKAPRAM* (*Ikatan Purna Pramuka*). If more directives are needed, they will be forwarded to the unit supervisor and the main coach. Personally, Scout members can manage their problems by sharing stories with close classmates, parents, or entertaining themselves like listening to music. Self discipline and motivation are seen in terms of timeliness and attitude. The time specified in the rundown of an event is well adhered to. An alert attitude when carrying out orders is a good point for Scout members. The implementation of reward and punishment are also one of the motivating factors for Scout members. If you make a mistake, you will get punishment such as push-ups and other penalties according to the situation and condition, if you do the right thing, you will be rewarded. *Dasa Dharma* point 8 which reads "discipline, brave, and loyal" also serves as a benchmark for Scout members to become responsible members with discipline to later be practiced in daily life.

The social – emotional character development (SECD) competencies by a Scout members in the aspect of social - awareness, seen from several patterns of organizational behavior and routines. The

empathy, they have taken the initiative to provide assistance to residents affected by the fire disaster, take part in social services to help orphanage children, and help one another in scouting members in routine training activities if there are members who do not understand certain scouting techniques. Respect for others can be seen from the ease of mingling with fellow Scout members, being accepted by other groups such as Scout members from different school, and other organizations at SMP Negeri 19 Bandung.

Appreciating diversity is carried out by Scout members while still mingling and cooperating between male and female members in separate unit rules (separate forces with different leaders between male and female members), as evidenced by the many successes achieved by good cooperation between male troops and female troops. Perspective taking has been well carried out by always respecting opinions by deliberating on any differences, embraced from the 4th Dasa Dharma point that is "obedient and like to deliberate" so that differences of opinion within the organization can be found the best middle ground.

The social – emotional character development (SECD) competencies by a Scout members in the aspect of relationship skills, seen from several patterns of behavior and organizational routines. Working cooperatively has been carried out well with the achievement of several successes in winning the competition and the success of the event. Regarding helping / seeking help, Scout members have good communication when working together so that they can ask for help or provide help to other people without difficulty. They have carried out good communication, which is always to open networks with new people after participating in scouting activities. Building relationships can be seen from a good kinship relationship with Paskibra, PMR, OSIS, arts and religious organizations. A good relationship is also established with teachers at SMP Negeri 19 Bandung with efforts to increase the quality of communication between them. Social engagement is reflected in the many interweaving of Scouts with

quartering to national activities, and participation in 'Joint Training' (Latgab) activities.

The social – emotional character development (SECD) competencies by a Scout members in the aspect of responsible decisions making looks of several patterns of behavior and organizational routines. Situation analysis can be seen from Scout members who have adaptability according to the meaning of 'tunas kelapa'. Ethical responsibility can be seen from the firm and responsible attitude that has been trained in the mental guidance (Bimtal), which have an influence on how to dress and behave. Identifying and solving problems into activities that are often faced and carried out, the problems faced are when they want to carry out the competition, maximizing the skills of the members and fulfilling the scouting equipment. Deliberation and good communication become a way to overcome these problems.

## **CONCLUSION**

Based on the findings of research and discussion, it can be concluded that social-emotional character development in terms of self-awareness can be seen from Scout members who being a master of 'codes' (semaphore and morse), march, general knowledge and scouting (PU and PK), P3K and estimating objects. Impact on being good at mathematics in the classroom, a sense of leadership and nimble in giving help to someone who has an accident. Then, achieving the highest rank (penggalang terap) and mastery of some life skills contained in TKK.

Participating in Jamboree activities, serving as flag-raising troops for the Asia-Africa conference, team leader rehearsal (Gladian Pinru), and participating in sub-district to national level competitions. Identifying emotions can be seen from the attachment of SKU level 'ramu' (level I) point 5 by Scout members with the contents "can explain the challenge of emotions, SKU point 6 level 'rakit' (level II) with the contents "mentioning the characteristics of emotional self control", and SKU point 5

level 'terap' (level III) with the content "can control the emotions of peers".

Self-management (regulation), achieved through the activities of the Gladian Pinru (Dian Pinru) and mental guidance (BIMTAL), has an impact on Scout members who be a leader in OSIS, class leaders, and chief executives of the WILAGA and other school events. Good self-regulation can also be seen from the implementation of dasa dharma and trisatya, the existence of reward and punishment, and a good communication problems with IKAPRAM.

Social - awareness can be seen from a sense of empathy when helping the fire disaster, social service orphanages, and cooperation between troops when practicing. The mingling of Scout members with all Scout around the sub-district to national level activities. Teamwork while respecting separate units and respecting each other's views by means of deliberation adhering to the 4th of Dasa Dharma point.

Relationship skills can be seen from the various successes obtained from the cooperation and good communication of all members. Fostering communication with new people through WhatsApp friends and collaboration among extracurricular members at SMP Negeri 19 Bandung. Involved in Joint Training (Latgab) activities and competitions / meetings from national to national level.

Responsible decision making can be seen from several activities such as assertiveness in leading because of BIMTAL training and easy to adapt to situations that must be decided in accordance with the meaning of 'tunas kelapa'.

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